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ABSTRACT

Findings from a survey of universities offering doctorates in educational administration are presented in this paper. Questionnaires mailed to 40 universities in the south central United States elicited 28 responses, a 70 percent response rate. Findings indicate that no clearly defined methods existed to distinguish educational administration faculty positions from those that overlapped with other departments. Although faculty expertise was characterized by diverse specialization, a common core of faculty experience appeared to exist within each educational administration program. A majority of the universities provided some financial assistance to full-time doctoral students in administrator education. Finally, full-time faculty/student and part-time faculty/student ratios were inversely distributed. Eight tables and one figure are included. (LMI)

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A SURVEY OF UNIVERSITIES OFFERING A
DOCTORATE IN EDUCATIONAL ADMINISTRATION

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INTRODUCTION

The recent wave of educational reform has forced many institutions of higher education to critically examine their role, mission, and reason for existence. One of the areas most often charged has been the educational administration programs, either as certification areas or for preparation at the doctoral level. As some institutions question their status in a changing world, others like Western Kentucky University, questions why a doctorate in educational administration is not offered by the institution. Several policy makers had advanced concerns about the number of professors in the department, the potential members of students, the availability of funds for fellowships, and the ability of the faculty to respond to a new program.

This research was an attempt to analyze a number of comparable institutions for data to help support or reject the ability of Western Kentucky University to offer a doctorate in educational administration. Such information would be made available to state and university policy makers as well as shared through national exposure.

METHODOLOGY AND FINDINGS

A questionnaire was developed, field-tested and administered to forty institutions, 28 of which responded for a 70 percent response rate. A primary issue was the number of full-time and part-time students pursuing the doctorate in education

administration at each institution.

RATIONALE

A questionnaire was developed, field-tested and administered to forty insitutions, 28 of which responded for a 70 percent response rate.

The intent of the study was to determine areas of faculty expertise in Educational Administration doctoral programs. A primary issue was the number of full-time and part-time students pursuing the doctorate in education administration at each institution. The researchers also requested information relating to the financial resources provided to the full-time doctoral students while pursuing a degree in educational administration from the universities. Finally, the researchers were interested in a comparison between the number of full-time faculty in educational administration and the number of full-time and part-time doctorate students in their programs.

The researchers selected forty universities in the south central United States for this study. The universities choose included private, land grant, and regional comprehensive institutions. The primary purpose of the survey was to gather data about the doctoral (Ed.D. or Ph.D.) programs in the colleges of education, specifically the Department of Educational Leadership or Educational Administration.

NUMBER OF FULL-TIME FACULTY

Chairpersons of Departments of Educational Administration participating in the study were asked to identify the number of full-time faculty members in their department. The results of the survey revealed no clearly defined method for distinguishing between positions that are identified as solely in educational administration and those which overlap other departments. For the benefit of this brief project, the number reported by each department head was used for calculation: no attempt was made to determine which departments were combined with other programs or to validate the information provided. As reflected in Table I, of the 28 institutions responding, ten reported a total of five to eight full-time faculty members. The largest number of full-time faculty members in one department was 14. Four universities reported they had four or fewer full-time staff members comprising their departments. The largest number of universities (6) reported six full-time members in their departments of educational administration.

Of the twenty-eight department heads who responded to the initial questionnaire, twenty-six indicated they had a doctorate program in School Administration. Two responded that doctoral programs were not offered in educational administration at their universities.

EXPERTISE OF FACULTY

The survey listed thirty-six possible areas of faculty expertise. Results indicated there was no one common area of expertise in every university. Of the thirty-six areas listed, six had the highest frequency of response: school law, school finance, organizational management theory and development, personnel administration, and supervision.

On this basis of the reported areas of greatest expertise found in the survey, the researchers concluded that a common core of expertise made up of the Educational Administration Programs at the responding universities. Further analysis indicated that most educational administration programs required this common core of classes of all students.

When examining the areas of second highest expertise, the researchers found areas of special preparation: predominantly research, evaluation, policy development, theory, and curriculum. The researchers concluded this was a logical sequence of how a program would evolve. The core of the program, as outlined above, would be developed first, while other areas would be developed later.

The area of least expertise covered a very broad area, though in some cases there was an allowance for special preparation programs. (See figure I). A close analysis of the results revealed that different universities described their courses in a variety of ways. (See Table III).

NUMBER OF FULL-TIME DOCTORAL STUDENTS

One of the survey objectives was to determine the number of full-time doctoral students in educational administration. The largest number of universities (9) reporting indicated five or fewer full-time doctoral students majoring in educational administration. The next largest group of universities (6) reported they had six to ten full-time doctoral students. Four universities indicated an enrollment of 11 to 15 full-time doctoral students. Table IV gives a further breakdown of full-time doctoral students.

SUPPORT FOR FULL-TIME DOCTORAL STUDENTS

The results of this survey indicate a great disparity in the amount of financial support provided to full time doctorate students in educational administration. The majority of universities provided some monetary assistance to help defray the cost of the full-time doctoral students. The largest number of universities (7) provided assistance ranging from \$6,001 to \$9,000 per academic year. The second largest number of universities (5) provided assistance between \$3,000 and \$6,000 per academic year. On the low side, three universities gave \$3,000 or less, while three other universities provided no assistance of any kind to the full-time doctoral student.

Further examination of the universities which provided the most significant assistance revealed that two of the universities gave assistance between \$9,001 to \$12,000, while two others gave

\$15,001 to \$20,000 to the full-time doctoral student. The survey questionnaire made no attempt to determine requirements for receiving assistance from the reporting universities. (See Table V).

FULL-TIME FACULTY COMPARED TO FULL-TIME STUDENTS

Probably the area of greatest disparity found in this brief survey was the comparison of the full-time staff members in school administration to full-time students. The survey revealed extremes as one university reported no full-time faculty in educational administration but four full-time doctoral students. Another university reported 11 full-time staff positions but only six full-time doctoral students. The most common number of full-time faculty members, six, was reported by six different universities. The research found a large range in the number of full-time faculty members compared to full-time doctoral students. (See Table VI).

PART-TIME DOCTORAL STUDENTS

The research found the greatest number of responding universities (10) reporting 50 or fewer part-time doctoral students. The second largest number of universities (6) reported they had 51 to 100 part-time students pursuing the doctorate in educational administration. Only one university reported more than 200 part-time doctoral students majoring in educational administration. (See Table VII).

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THE UNKNOWN FACTOR

The third portion of the research analysed the least frequently reported areas expertise or course offerings. The researchers found the area of greatest diversity in course offerings. Typically, what made the difference in each university program was the widely diverse areas of staff expertise. The question then becomes whether the existing programs are a result of program directives or does the expertise of the individual staff members dictate programs which help derive this diversity. In other words, were faculty selected to meet program needs, or were programs designed around the expertise of faculty? This brief study did not provide the answer, but rather posits the question.

CONCLUSION

The results of this survey revealed there were no clearly defined methods for distinguishing the departments of education administration from those which overlapped in other departments. The largest number of universities (6) stated they had six full-time faculty members in their department of education administration. One university had no full-time faculty members while the university with the largest number of full-time educational administration faculty was 14.

Results indicated there were no common areas of expertise in every university. On the basis of the reported areas of expertise the researchers concluded a common core of expertise made up the program of educational administration at the responding universities. The survey also indicated that the largest number of universities (9) reported five or fewer full-time doctoral students. The results also indicated that the majority of universities provided some monetary assistance to help defray the cost of the full-time doctoral students. Results of the survey revealed the extremes of full-time faculty to full-time students. The research also revealed the extremes of part-time doctoral students to full-time faculty. Researchers found the greatest diversity in specialization of faculty in educational administration. The researchers questioned whether programs in educational administration were a result of program direction or a result of the interest and expertise of the individual staff members.

TABLE I

DISTRIBUTION OF FULL-TIME STAFF MEMBERS

FULL-TIME STAFF	NUMBER OF UNIVERSITIES
0	2
1-4	4
5-8	10
9-14	9
No Doctoral Program	3
TOTAL	28

TABLE II

NUMBER OF FULL-TIME STAFF

UNIVERSITIES	FULL-TIME STAFF
2	0
1	3
3	4
2	5
6	6
2	7
0	8
3	9
3	10
1	11
0	12
1	13
1	14
3	N/A
28	TOTAL

TABLE III

RANK ORDER OF AREAS OF EXPERTISE
AMONG PARTICIPANTS

AREA OF EXPERTISE	FREQUENCY
School Law	20
School Finance	17
Organizational Management	
Theory and Development	12
Personnel Administration	11
Supervision	11
Principalship	9
Research	7
Evaluation	5
Politics	5
Theory	5
Curriculum	5
Higher Education	5
School Boards	3
Foundations of Education	3
Community Relations	4
Leadership	3
History of Education	3
Public Relations	3
Facilities Planning	
and Communications	2
Internship	2
Community Education	1
Special Ed. Administration	1
Spelling	1
Information Systems	1
Secondary Education	1
Elementary Education	1
Techniques of Computer	
Applications	3
Special Education	1
Multicultural & Research	1
Program Evaluation	1
Rural Education	1
Planning Theory	1
Comparative Education	1
Gifted Education	1
Adult Education	1
Policy Analysis	1

TABLE IV

DISTRIBUTION OF FULL-TIME DOCTORAL STUDENTS

FULL-TIME DOCTORAL STUDENTS	NUMBER OF UNIVERSITIES
0 - 5	9
6 - 10	7
11 - 15	4
16 - 20	2
21 - 25	0
26 - 30	1
N/A	2
TOTALS	28

TABLE V

GRANT SUPPORT FOR FULL-TIME
DOCTORAL STUDENTS PER ACADEMIC YEAR

\$ U.S. PER YEAR	NUMBER OF UNIVERSITIES
Less than \$3,000	3
3,000 - 6,000	5
6,000 - 9,000	7
9,001 - 12,000	2
12,001 - 15,000	0
15,001 - 20,000	2
No Support	3
No Doctoral Program	3
No Information	2
TOTALS	28

TABLE VI

FULL-TIME FACULTY VS FULL-TIME STUDENTS

Full-Time Faculty	Full-Time Students
11	6
4	4
5	10
6	16
10	10
7	20
10	3
N/A	N/A
5	12
6	6
N/A	N/A
6	4
10	4
9	3
4	6
6	30
9	2
N/A	2
6	0
3	10
4	6
13	15
0	2
6	1
0	15
7	13
9	14
14	N/A
TOTALS 164.5 $\bar{X} = 7.4$	214 $\bar{X} = 8.5$

TABLE VII

DISTRIBUTION OF PART TIME DOCTORAL STUDENTS

NUMBER OF PART-TIME DOCTORAL STUDENTS	NUMBER OF UNIVERSITIES
0 - 50	11
51 - 100	7
101 - 150	3
151 - 200	2
201 - 250	0
250 - 300	1
No doctoral program	3
No information	1
TOTAL	28

TABLE VIII

FULL-TIME FACULTY VS. PART-TIME STUDENTS

FULL-TIME STAFF		PART-TIME STUDENTS	
11		70	
4		25	
5		115	
6		50	
10		50	
7		180	
10		133	
N/A		N/A	
5		42	
6		163	
N/A		N/A	
6		20	
10		35	
9		270	
4		77	
6		79	
9		130	
N/A		30	
3		44	
6		40	
4		75	
13		20	
0		50	
6		55	
0		12	
7		60	
9		N/A	
14		N/A	
TOTALS	170	$\bar{X}=7.7$	1,825 $\bar{X}=67$

Figure 1

**MODEL OF EXPERTISE
AND PROGRAM DEVELOPMENT**

